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Major findings of survey of public articulation policies and practices were: Of the 48 States 26 have groups working on public secondary-higher education articulation; 14 have no programs of plans for one; five claimed significant work, but no program; three said area was under study; one had plans for program. Most of the report concerns details of the articulation programs of 26 States.

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A SURVEY OF POLICIES AND PRACTICES REGARDING ARTICULATION OF PUBLIC SECONDARY AND HIGHER EDUCATION IN THE UNITED STATES: FALL, 1957

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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PREPARED FOR THE

PROFESSIONAL COMMITTEE FOR RELATING

SECONDARY AND HIGHER EDUCATION

A Committee Appointed
by the
Florida State Board of Education

ED000968

From:
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Prepared in the
Office of Institutional Research and Service
Florida State University
May, 1958

A SURVEY OF POLICIES AND PRACTICES REGARDING ARTICULATION OF PUBLIC SECONDARY AND HIGHER EDUCATION IN THE UNITED STATES: FALL, 1957[1]

INTRODUCTION

Reported in the following pages are the findings of a survey of policies and practices regarding articulation of public secondary and higher education in the United States.

The survey was conducted during the fall of 1957 by means of a questionnaire (see Appendix A) which was sent to the State Superintendents of Public Instruction (or in a few cases to other high-ranking educational officers) in 47 states. Appropriate facts concerning public secondary and higher education articulation in Florida were, of course, already known. Replies were received from all 47 states -- a 100 per cent response.

MAJOR FINDING

Of the 48 states, 26 (54.2%) have committees, organizations, or agencies for studying, coordinating, and working with problems of public secondary - higher education articulation; 14 states (29.2%) reported that no such program existed and no plans were underway for establishing one; five states (10.4%) reported that significant work in school-college articulation had been accomplished although no organized program existed specifically for this purpose; three states (6.3%), including one which reported progress without an organized program, reported that the entire area of school-college articulation and organizations for its improvement were "under study"; one state (2.1%) reported plans were underway for establishing an articulation program.

OTHER FINDINGS

The remainder of this report is concerned primarily with the 26 states that reported articulation organizations.

When Were the Public Secondary - Higher Education Articulation Organizations Established? Of the 26 established organizations, 11 (42.3%) have been in existence for a period exceeding 10 years. Of these 11, two were established during 1932. One state reported its organization as having been established "many years ago," and another state did not indicate how long its articulation organization had been in existence.

Figure 1 shows the number of states with articulation programs and the years during which the programs were established.

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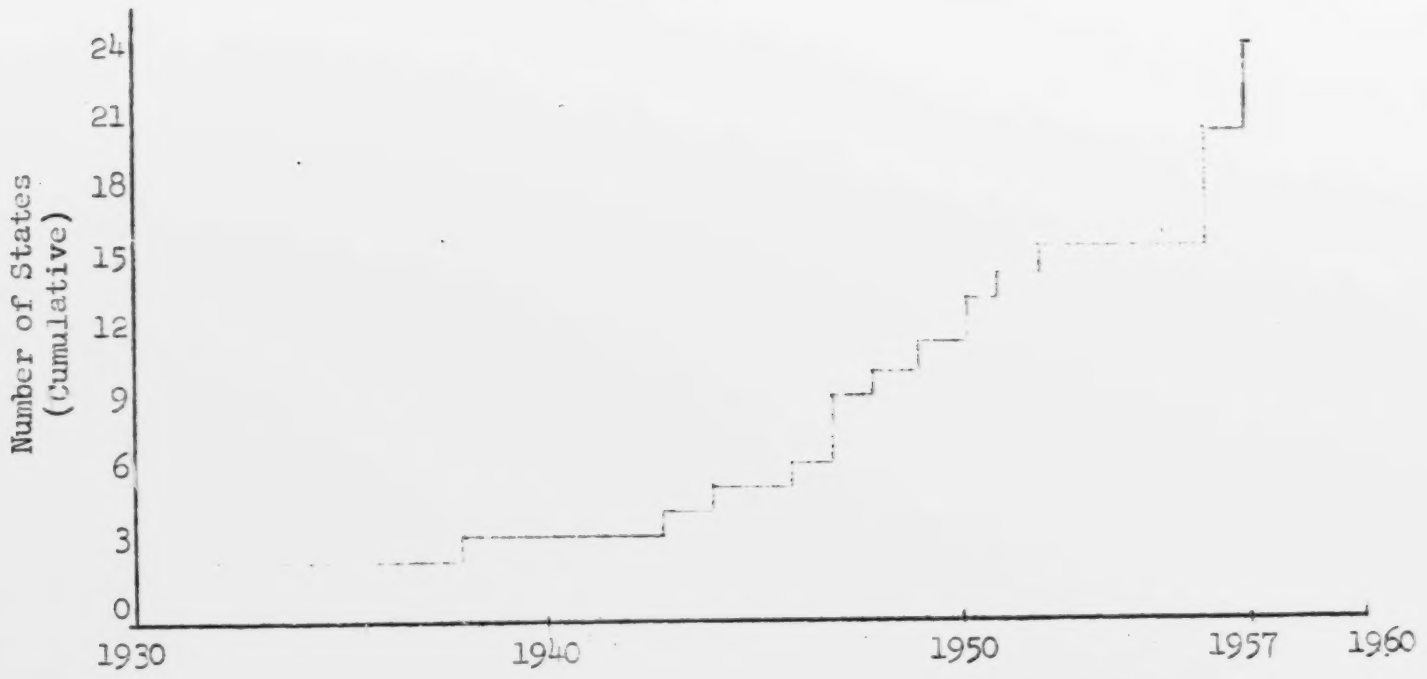
[1]Prepared in the Office of Institutional Research and Service, Florida State University.

FIGURE 1

CUMULATIVE GROWTH CURVE OF STATE HIGH SCHOOL-COLLEGE ARTICULATION ORGANIZATIONS, BY NUMBER AND YEAR[2]



From the graph it may be seen that only four (8.3%) of the 48 states had articulation programs prior to 1943. During the year 1947 three states (6.3%) established programs; during 1956 and 1957 nine states (18.8%) established programs. As indicated in the graph, this most recent two-year period has witnessed relatively rapid growth in the number of states establishing articulation organizations.

By Whom Were the Articulation Organizations Established? Responses to this question varied considerably. While some states reported a single establishing agency, such as through gubernatorial appointment or by state education department appointment, others reported the organization was established by joint efforts of various educational agencies. Of the 26 states with articulation organizations, seven (26.9%) reported that joint efforts of secondary, higher education, and state department personnel were responsible for establishing their organizations; three states (11.5%) reported that the state superintendents of public instruction established the programs; three states (11.5%) reported that secondary and higher education agencies established their programs; other states reported such establishing agencies as the state governor, boards of regents, the state commissioner of education, state teachers associations, state college associations, state boards of education, college registrars, and the General Assembly -- either singularly or by joint action and agreement of two or more of these agencies.

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[2]Excludes the two states that did not report the years during which their programs were established.

To Whom Are the Articulation Organizations Responsible? "To the component groups of the organization" was the response of eight (30.8%) states. The remaining 18 states (69.2%) indicated that their articulation organizations were responsible to the agencies that had established them.

What Official Status Do the Articulation Organizations Have? Of the 26 states concerned, 13 (50.0%) reported "advisory only"; seven (26.9%) reported "official appointment from component groups only"; one each reported association of colleges backing, state board of education advisory committee, authority of superintendent of public instruction, and authority of the state board of education. Two states did not reply to this question.

What Constituent Groups Are Represented in the Articulation Organizations? Of the 26 states having articulation programs, 11 (42.3%) reported that their articulation organizations are represented by secondary education, higher education, and state department of education personnel; three states (11.5%) reported that secondary and college personnel are represented; two states (7.7%) reported that secondary education, higher education, state department of education, and personnel and guidance agencies are represented; and two states (7.7%) reported that secondary education, higher education, state department of education, and citizens committees are represented. Table 1 gives in tabular form the responses to this item of the questionnaire.

TABLE 1

AGENCIES REPRESENTED IN ARTICULATION ORGANIZATIONS

	AGENCIES	NUMBER OF STATES REPORTING
a.	Secondary, higher education, and state department of education	11
b.	Secondary, higher education	3
c.	Secondary, higher education, state department, and personnel and guidance organization	2
d.	Secondary, higher education, state department, and citizens' committee	2
e.	Secondary, higher education, state department, and "any interested agency"	1
f.	Secondary, higher education, state department, and state board of control	1
g.	"All professional and lay groups concerned with education"	1
h.	Secondary, higher education, and upon request state department of education	1
i.	"Members serve as individuals"	1
j.	Higher education and state commissioner of education	1
k.	"Several agencies" including secondary, higher education, state department, legislature, and "other educational agencies"	1
l.	Agencies not specified	1
	TOTAL	26

What Are the General Functions of the Articulation Organizations? The most frequent reply to this question was "to study, review, and report on articulation problems of mutual concern." Several states reported as general functions "coordinating agency between high schools and colleges" and "improving rapport among high schools and colleges." Table 2 gives the responses and the frequency for the various functions reported.

TABLE 2

GENERAL FUNCTIONS OF ARTICULATION ORGANIZATIONS

	FUNCTION	NUMBER OF STATES REPORTING[3]
a.	Study, review, and report on problems of mutual concern	16
b.	Coordinating agency and better rapport	10
c.	College entrance requirements study and improvement	4
d.	College orientation improvement	4
e.	Secondary education improvement	3
f.	High school graduation requirements	2
g.	Subject area articulation	2
h.	Exchange of information among schools and colleges	2
i.	Testing programs	2
j.	State scholarship program	1
k.	Education studies for legislative programing	1

How Do the Articulation Organizations Go About Doing Their Work? The most frequent method reported was "through regular and/or called meetings and conferences": 16 states (61.5%) reported this method of work. Four states (15.4%) use meetings, conferences, and subcommittee work. Two states (7.7%) reported that work was accomplished through special subcommittees dealing with specific problems. Four states (15.4%) do their work "by conducting studies and making recommendations."

How Are Findings or Recommendations Put into Operation? Most -- 14 or 53.8% -- of the states reported that findings and/or recommendations are put into operation through the component groups of the articulation organization. Three

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[3]Several states reported more than one general function. There also exists considerable difference in scope of the reported functions. For example, a state that reported "secondary education improvement" may be engaged in one or more of the other functions listed in this table. On the other hand, some states reported that their articulation organization is concerned with one or more specific problems within the area of articulation.

states reported "through printed materials." One state each reported implementation through: the state department and council on public higher education, workshops, reports to the General Assembly, reports to the governor and the university president, directives issued on scholarship program, and "no formal procedure."

What Have Been the Major Achievements of the Articulation Organizations to Date? The states with articulation programs reported a wide variety of accomplishments. Three states reported that their organizations were in initial planning states. The responses of the other 23 states are organized and reported in Table 3.

TABLE 3

ACHIEVEMENTS OF ARTICULATION ORGANIZATIONS

ACHIEVEMENTS REPORTED		NUMBER OF STATES REPORTING
a. Articulation studies		20
1. High school programs	(8)	
2. College admissions	(4)	
3. Testing in high school	(2)	
4. Guidance	(1)	
5. Scholarship program	(1)	
6. Teacher preparation	(1)	
7. High school graduate follow-up	(1)	
8. General data gathering	(1)	
9. High school-college-agreements regarding curriculum	(1)	
b. Conferences, general and specific problems		8
c. Reports, brochures, and other publications		6
d. Rapport between high school and college		5
e. "College Day" programs		3
f. Improvement of college admission blanks		2
g. Teacher preparation program		2
h. Handbook for counselors		1
i. Statewide cooperative testing program		1
j. State scholarship program		1
k. Uniform scholarship application form		1

What Projects Are Currently Underway by Articulation Organizations? All of the 26 states having articulation organizations reported specific projects currently underway as of the fall of 1957. Table 4 indicates the nature and variety of these projects.

TABLE 4

PROJECTS CURRENTLY UNDERWAY

	PROJECT	NUMBER OF STATES REPORTING
a.	State testing program for college entrance and planning	4
b.	Subject matter preparation study	3
c.	Uniform high school transcripts	2
d.	Gifted youth study	2
e.	College admission study	2
f.	Business administration curriculum study	1
g.	Curriculum and admission standards conferences and workshops	1
h.	Mathematics articulation	1
i.	Language arts improvement	1
j.	Reorganization of secondary schools	1
k.	Study of secondary schools	1
l.	Campus visitation program	1
m.	Improving "College Day" program	1
n.	Personal adjustment to college	1
o.	Revision of counselors handbook	1
p.	Improving rapport on scholarship programs	1
q.	Follow-up study of drop-outs	1
r.	Development of mathematics test for screening college entrants	1
s.	Revision of accreditation standards	1
t.	Improving certification, especially of science teachers	1
u.	Use of advanced standing examinations	1
v.	Experimental junior high school guidance	1
w.	Multiple college applications	1
x.	Study of higher education	1
y.	Coordination of educational program for statewide educational television network	1

In Addition to the Work of the Articulation Organizations, What Other Efforts at Articulation Have Been or Are Being Made? Of the 26 states having organized programs 10 (38.5%) reported no efforts being made at articulation in their respective states other than those efforts being made by the articulation organization itself. The remaining 16 (61.5%) states reported other efforts as tabulated in Table 5.

TABLE 5

OTHER EFFORTS AT ARTICULATION

	EFFORT OR ACTIVITY	NUMBER OF STATES REPORTING
a.	Informal school-college committees	4
b.	Regional and state junior college-school councils and conferences	2
c.	State department of education cooperation with other educational agencies	2
d.	University liaison subject committees	1
e.	Regional association efforts	1
f.	State department-college inservice program	1
g.	Joint committees on citizenship education, moral and spiritual values, and secondary education	1
h.	State committee for the improvement of education	1
i.	State department-school-college admission plan	1
j.	High school committee work	1
k.	Continuing educational council (of lay citizens)	1
l.	Organized junior college-senior college cooperation	1

SUMMARY AND CONCLUSIONS

Reported here are the findings of a survey of policies and practices regarding articulation of public secondary and higher education in the United States as of the fall of 1957. The findings may be summarized as follows:

1. Twenty six (54.2%) of the 48 states have organized public high school-college articulation programs.

2. Since the end of World War II statewide programs of high school-college articulation have been established at a significantly accelerated rate.

3. Within recent years there has been a trend toward the establishment of articulation organizations by state departments of education or state governors. Joint agreement among state department-college-secondary groups, however, has been responsible for establishing many of the programs.

4. All articulation organizations are responsible either to their establishing agencies (69.2%) or to their component groups (30.8%).

5. The official status of articulation organizations generally is that of "advisory status only" to the establishing authority or to the component groups. Cooperation rather than authority is the usual basis for operation.

6. The articulation organizations are represented, except in two states, by both high school and college agencies. There is an increasing trend within recent years toward state department of education representation.

7. Most states reported broad functions of their articulation organizations. Although specific problems were reported as functions, the majority of states referred to "problems of mutual concern."

8. Articulation organizations go about their work primarily through regularly scheduled and/or called meetings and conferences. Some work is done by "task forces" and/or subcommittees.

9. Generally, findings and recommendations are put into operation through the component groups of the articulation organizations.

10. Articulation organizations in the several states have reported a variety of accomplishments: studies covering many areas, testing programs, college admission agreements, scholarship programs, conferences, "College Day" programs, curriculum agreements, uniform transcripts, handbooks for counselors, brochures, other publications, and the like.

11. All of the 26 states having articulation organizations currently (as of the fall of 1957) have specific projects underway. These projects cover a wide range of problems. Representative of these problems are curriculum studies, testing programs, college admission requirements, student counseling programs, gifted youth studies, transition and orientation programs, and others.

12. In addition to the work of the articulation organizations in the various states other efforts at articulation include informal school-college committees, regional and state councils and conferences, lay and/or professional committees, and the like.

APPENDIXES

APPENDIX A

SURVEY OF POLICIES AND PRACTICES REGARDING ARTICULATION OF PUBLIC SECONDARY AND HIGHER EDUCATION IN THE UNITED STATES

PLEASE MAIL THIS REPORT TO:
Office of Educational
Research and Service
Florida State University
Tallahassee, Florida

STATE OF: _____

NAME AND POSITION OF PERSON COMPLETING QUESTIONNAIRE: _____

_____

DIRECTIONS:

_____A. If your state has no program of secondary school - higher education articulation in operation and is not actively planning such a program, please place a check mark (✓) in the space in front of this sentence and return the form to the address indicated above.

_____B. If your state has no program of secondary school - higher education articulation in operation but is actively planning the institution of such a program, please place a check mark (✓) in the space in front of this sentence and in the space which follows summarize briefly the plans now being developed:

_____C. If your state has a program of secondary school - higher education articulation in operation, please place a check mark (✓) in the space in front of this sentence and respond to ALL of the following items of this questionnaire.

If additional space is needed to answer the questions, please use space at the end of the questionnaire.

Pertinent printed or duplicated materials (e.g., high school-college agreements, proceedings of conferences on articulation, and the like) pertaining to secondary school - higher education articulation are requested and will be much appreciated.

---

1. Does your state have a committee, organization, or agency for studying, coordinating, and/or working with problems of public secondary school - higher education articulation? _____Yes _____No

   If so, what is the official designation of the committee, organization or agency?

   When (what year) was the committee, organization, or agency established?_____

(Questionnaire continued on next page.)

At the present time who is chairman of the committee or who is the chief officer in the organization or agency and what is his address?

2. By whom was the committee, organization, or agency established (e.g., Governor of the State, State Superintendent of Public Instruction, elected by component groups, etcetera)?

3. To whom does the committee, organization, or agency report or to whom is it responsible?

4. What is the official status of the committee, organization, or agency -- i.e., what authority does it have and whence comes the authority?

5. What constituent groups (e.g., secondary school principals, state department of education, state association of colleges and universities) are represented in the committee, organization, or agency?

6. What are the general functions of the committee, organization, or agency?

7. How does the committee, organization, or agency go about doing its work?

8. How does the committee, organization, or agency go about putting its findings and/or recommendations into operation?

9. What have been the major achievements of the committee, organization, or agency to date?

10. What projects and/or studies does the committee, organization, or agency currently have under way?

11. Other than the work of the committee, organization, or agency what other efforts at public secondary school - higher education articulation have been accomplished or are now under way in your state?

12. Please add any other information which you think will be helpful in this study:

13. Do you wish to have mailed to you a copy of the report which grows out of this study? _____Yes _____No

APPENDIX B

NOTES CONCERNING POLICIES AND PRACTICES REGARDING ARTICULATION OF PUBLIC SECONDARY AND HIGHER EDUCATION IN THE UNITED STATES: BY STATES, FALL, 1957*

ALABAMA

Alabama has a Committee on High School Relations which was established in 1932 by the Alabama Association of Colleges and the Alabama Association of Secondary School Principals. This committee is advisory in nature; it has no official status. Its general functions are to study college entrance requirements and high school graduation requirements and to report findings and recommendations to its parental organizations. Interest has been focused on college admission and school-college cooperation and mutual understanding.

ARIZONA

In 1957, the State Superintendent of Public Instruction established an advisory group called the Study Commission for Secondary Schools of Arizona. Its present general function is that of conducting a statewide study of secondary schools and reporting the findings with recommendations to the State Superintendent and the State Board of Education.

ARKANSAS

Arkansas reports no established committee, organization, or agency related to high school-college articulation, but reports that attention is given to this area through conferences composed of representatives of high schools, colleges, and the State Department of Education. Topics discussed by these representatives concern general problems of education, subject matter, and orientation of students in college.

CALIFORNIA

The State Board of Education and the Regents of the University of California established in 1948 a Liaison Committee of the State Board of Education and the Regents of the University of California which has a "joint staff" to conduct studies and an advisory committee with representatives from the State Colleges and the various campuses of the University. Semi-annual conferences are held between secondary and college personnel on articulation problems. General responsibilities include studies of function allocation and relations concerning performance of students entering the institutions. These functions are accomplished through studies and meetings, with reports to the establishing agencies and constituent groups. Two recent studies on California needs in higher education have been published; a state scholarship program has been

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*As reported by the respective State Superintendents of Public Instruction or the individuals to whom they referred the questionnaire.

established; and presently projects underway include high school subject area upgrading and college business adminstration curricula. Generally problems are attacked through multiple channels.

It will be noted also that the University of California maintains and operates a permanent Office for Relations with Schools.

COLORADO

During 1949 a group of high school and college personnel interested in better relations among educational agencies established an advisory Colorado Council on High School-College Relations. This council discusses problems of high school-college relations and suggests methods for resolving these problems. Major achievements to date include: (1) raising of percentage of high school graduates going to college, (2) adopting a uniform scholarship blank used by all colleges in the state, with a uniform deadline for receipt and announcement of scholarships, (3) supervising of "College Day" programs, and (4) publication of a Handbook for Counselors. Current projects include: (1) study on rapport between high schools and colleges on scholarship recipient announcement, (2) revision of Handbook for Counselors, and (3) follow-up studies on college drop-outs. Good statewide cooperation is reported among the component agencies of this council.

CONNECTICUT

The State Department of Education, the public and private high schools, the Council on Higher Education, and the Personnel and Guidance Association established in 1957 a Connecticut Council on School and College Relations (1) to study and improve relations between secondary schools and colleges, (2) to promote exchange of information regarding problems and developments in high school and college relations, and (3) to cooperate with other agencies having similar objectives. To date, the council has held a conference on subject matter articulation and gifted youth and has reported the first of a series of follow-up studies on high school graduates that indicates type of institution attended and other post-high school activities of the graduates.

DELAWARE

This state has no organized program of high school-college articulation and is not actively planning such a program.

FLORIDA

In 1957 and on the recommendation of the State Board of Education the Governor of Florida appointed a Professional Committee for Relating Secondary and Higher Education. Represented on the committee are the secondary school principals, the State Department of Education, the junior colleges, the state universities, and the State Board of Control. To date the committee has (1) compiled and distributed a bibliography on high school-college articulation, (2) reviewed the history of articulation efforts in Florida, (3) made a study of college student emigration from Florida, and (4) surveyed policies and practices regarding articulation of public secondary and higher education in the

United States. At present the committee is charged with the responsibility of coordinating the educational program for the Educational Television Network of Florida.

Also it will be noted that for the past several years the Florida Association of Colleges and Universities and the Department of Secondary School Principals of the Florida Education Association have worked cooperatively on problems of high school-college articulation.

GEORGIA

This state has no organized program of high school-college articulation and is note actively planning such a program.

IDAHO

This state has no organized program of high school-college articulation and is not actively planning such a program.

ILLINOIS

During 1947 the State Superintendent of Public Instruction established an additional branch of that office called the Illinois Curriculum Program. Its purposes are to organize and stimulate improvement of instructional programs through service as a coordinating agency among groups, individuals, and organizations of the state. This program has been responsible for a report on "New College Entrance Requirements Recommended," and currently has underway a project for developing a mathematics test for screening college entrants. Other state articulation work is being done by the University of Illinois and the Illinois Association of Secondary School Principals.

INDIANA

In 1950 college admission officials and secondary school principals organized a committee to serve in a liaison capacity between high schools and colleges. The committee seeks to improve articulation between the two levels through frequent contact and mutual problem sharing. The committee presently is concerned with developing a state testing program for college placement, programing "College Days," and establishing closer cooperation between public and private institutions.

IOWA

Iowa does not have an organization primarily concerned with high school-college articulation. It does, however, have a Study Committee on Higher Education which is sponsored jointly by the State Board of Public Instruction and the State Board of Regents. "It is possible that this Committee will want to attack the articulation problem as one part of its work."

KANSAS

In 1947 the Kansas State Teachers Association established a Committee on Coordination of High Schools, Junior Colleges, and Colleges, the constituent groups of which include secondary principals, the State Department of Education, and colleges. Its general function encompasses a cooperative approach to mutual

articulation problems. Semi-annual meetings are held and recommendations publicized. Major achievements to date have been concerned with establishing better rapport and understanding. Currently the committee is developing a testing program for college entrance.

KENTUCKY

In Kentucky the Executive Committee of the Kentucky Association of Colleges, Secondary, and Elementary Schools serves as a coordinating agency. It fosters a cooperative approach to improvement of instruction and the development of basic studies. Through standing committees, special study committees, annual and called meetings, and joint educational conferences, the Executive Committee, through recommendations to the State Department of Education and the Council on Public Higher Education, has developed a teacher preparation program, a cooperative testing service, and several research studies. Currently the committee jointly with the State Department of Education is revising the accrediting standards for high schools.

LOUISIANA

There is no specific organization in this state whose primary functions relate directly to problems of high school-college articulation. However, this area has not been ignored, as the following reflect to some degree the recognition of positive action in this area: a United School Committee includes college, university, elementary, and secondary representation; the Louisiana School Principals Association is concerned with closer working relations between schools and colleges; various teacher and school administrator workshops focus attention to this area; and special area projects have been worked out between the secondary schools and the colleges and universities of the state.

MAINE

In 1951 a subcommittee of the Educational Policies Committee of the State Principals Association joined with a committee representing the colleges to start the first educational conference of Maine secondary and post-secondary schools. Through annual meetings this advisory group deals with broad aspects of high school-college relationships and planning. Current areas of consideration include school financing and the roles of parents and counselors in the motivation of students for secondary and higher education.

MARYLAND

Maryland has no continuing organization whose primary responsibility is in the area of high school-college articulation. It has had and does have, however, several committees and one commission which consider articulation in connection with more comprehensive studies. In 1955, a governor-appointed Commission to Study the Needs of Higher Education in Maryland made a report which dealt to some extent with articulation problems. Prior to this time a study of the 1952 high school graduates had significant bearing on the problem of articulation. Currently, the State Department of Education is preparing to restudy and to revise standards governing organization, administration, and curricula of elementary and secondary schools. AACRAO is promoting at Maryland State Teachers College at Towson a restudy of certain problems of school-college articulation.

MASSACHUSETTS

A program of high school-college articulation is actively being planned in Massachusetts. A joint committee orginally sponsored by high schools and colleges is currently working in conjunction with the New England Association of Secondary Schools and Colleges for the purpose of developing an articulation program.

MICHIGAN

In 1946 the Michigan College Association, the Michigan Secondary School Association, and the Department of Public Instruction established the Michigan Secondary School-College Agreement Program. This program is voluntary and without official status or authority other than in its cooperative relationship to the entire Michigan curriculum program. The program operates through periodical workshops, conferences, digest reports from member schools, and newsletters. Its primary purpose is the improvement of secondary education, partly through removal of specific college entrance requirements and the subsequent revision of the high school curriculum through help to the communities, schools, and the people in studying themselves and in developing effective, democratic ways of working at the improvement of education. All colleges of the state are members, and from an originally small group of selected high schools, the secondary school membership, which is open to all who meet the terms of the agreement and wish to participate, has grown rapidly. The 1957 high school membership stood at 265. To date, achievements have included high school-college curriculum agreements, encouragement for local study for curriculum improvement, assistance to local school staffs, good rapport, and cooperation. Current programs are concentrated on a continuing program of workshops and conferences on current issues, particularly regarding high school curriculum and college admission standards.

MINNESOTA

During the early 1930's the Minnesota Association of Colleges established the Minnesota Committee on High School-College Relations whose general function is to develop a wholesome relationship between secondary schools and colleges. This committee, through recommendations to the Minnesota Association of Colleges, has been instrumental in the development of (1) a statewide college entrance testing program, (2) a transcript and recommendation blank for college entrance, and (3) a booklet entitled "Is College for You?" It has contributed to good working relationships between schools and colleges. Currently, a new statewide testing program is being developed.

It may be noted also that the University of Minnesota has operated a number of conferences on high school-college articulation and has made a number of basic studies in this area.

MISSISSIPPI

This state has no organized program of high school-college articulation and is not actively planning such a program.

MISSOURI

During 1952 the Collegiate Registrars and the Missouri Association of Secondary School Principals established a Committee on High School-College Relations to suggest means of greater cooperation among colleges and high schools. Major achievements of this commission include (1) better understanding between the two levels, (2) uniformity in high school transcripts, and (3) a broadened higher-level college admission policy. Currently, the committee is concerned with continued study of college admission practices and problems.

MONTANA

Two committees, the Curriculum Committee appointed by the State Superintendent of Public Instruction and the Governor's Committee on Education Beyond the High School, were established during 1957. The Curriculum Committee, through area meetings involving both professional educators and laymen, plans to help identify future curriculum needs. As a second goal, it plans to develop course guides for high schools through its functions as a steering committee. The Governor's Committee has been formed to consider post-high school educational needs of the state's citizens.

NEBRASKA

In 1956 the Nebraska Personnel and Guidance Association, Nebraska School Administrators Association, and the Nebraska Association of Colleges and Universities established a Committee on Secondary School-College Cooperation for the purpose of exploring, identifying, and promoting activities designed to provide better articulation between school and college. Through periodic meetings and work group activity, the committee has been instrumental in the development and acceptance of uniform transcript records. Currently the committee is engaged in a program of statewide testing for educational planning purposes.

NEVADA

This state has no organized program of high school-college articulation and is not actively planning such a program.

NEW HAMPSHIRE

This state has no organized program of high school-college articulation and is not actively planning such a program.

NEW JERSEY

In 1947 the State Commissioner of Education established a Committee on Articulation of Colleges and Secondary Schools for the purpose of promoting studies and research conducive to improved articulation between high schools and colleges. Major achievements include publication of reports and speeches and lectures made before the committee. A current project deals with personal adjustment to college.

NEW MEXICO

The State Department of Education and the New Mexico Education Association established during 1943 a Coordinating Council of Secondary Schools and Colleges for the purpose of improving and coordinating high school-college relations through study and meetings held three or four times a year. The council has been instrumental (1) in organizing a pilot school testing program, (2) in organizing "College Day" programs, and (3) in promoting discussions of pertinent curriculum problems. Current projects include (1) improvement of certification requirements, (2) study of gifted children, and (3) use of advanced standing examinations.

NEW YORK

In 1950 the Board of Regents of the University of the State of New York established the Joint College-High School Articulation Committee as a standing advisory committee to the State Education Department. This committee has achieved (1) intervisitation programs between high schools and colleges, (2) improvement of college admission applications, (3) the supplying of materials for a booklet related to college brochures and college catalogs, and (4) review of advanced placement and scholarship programs. Current projects include (1) uniform high school transcript, (2) college admissions, and (3) better articulation in the area of mathematics. Seven state regional councils are also engaged in articulation projects. The state feels it has achieved a close working partnership among the secondary schools, institutions of higher education, and the State Education Department.

NORTH CAROLINA

North Carolina has no single organization which coordinates high school-college articulation. Rather the state makes a threefold attempt on secondary and college problems: (1) the North Carolina College Conference has a Committee on Collaboration which coordinates high school-college operations, works on problems of college admission, testing, teacher supply and demand, and teacher education; (2) a member of the State Board of Education, by law, serves also as a member of the State Board of Higher Education; and (3) a University-Department (of Education) Committee meets monthly for the purpose of discussing informally all aspects of articulation. This committee "has been most helpful in developing greater understanding of the mutual problems shared by our public schools and colleges."

NORTH DAKOTA

This state has no organized program of high school-college articulation and is not actively planning such a program.

OHIO

This state has no organized program of high school-college articulation and is not actively planning such a program.

OKLAHOMA

This state has no organized program of high school-college articulation and is not actively planning such a program.

OREGON

In 1932 the Oregon State Board of Higher Education established a High School-College Relations Committee. The Committee serves as a liaison office between high schools and colleges and "all relations between high schools and schools [colleges] of the State System must be channeled through it." Since its establishment it has: (1) controlled the visitation of high school groups to the several college campuses, (2) controlled the visitation of college individuals and college groups to high schools, (3) controlled the presentation of offerings of the various institutions in the State System to the high school seniors, (4) controlled the distribution of state fee scholarships, and (5) gained wide acceptance as the recognized group to handle all problems of high school-college relations. The committee assisted in the development of a selective admissions plan which the constituent colleges will put in effect in September, 1958. Under the control of the committee a team of representatives from the public colleges each year visits every high school in the state "to talk with high school students about opportunities in higher education"; at this time also a guidance booklet developed by the committee and entitled "Your Education" is distributed to every high school senior in the state. The committee has strong quasi-legal authority.

PENNSYLVANIA

This state has no organized program of high school-college articulation; however, "this problem is under continuous consideration by secondary school and college personnel."

RHODE ISLAND

In 1957 the Governor of Rhode Island established a Commission on Higher Education which reports to the Governor and the General Assembly. Its mandate is to "study, review, and report" on various phases of public education in Rhode Island. The committee has an executive secretary. At the time of this survey no project achievements had yet been completed. A study of the secondary schools was being prepared.

SOUTH CAROLINA

In 1956 the State Superintendent of Public Instruction established a Joint High School-College Relations Committee representing the South Carolina School Administrators Association and the Association of South Carolina Colleges. The Committee explores techniques for improving high school-college relations and understandings. It has developed and published a document entitled "Mathematics in High School" and has been instrumental in implementing a statewide test in second year algebra. A current project is to improve work in the field of language arts.

SOUTH DAKOTA

This state has no organized program of high school-college articulation and is not actively planning such a program.

TENNESSEE

This state has no organized program of high school-college articulation and is not actively planning such a program.

TEXAS

This state has no organized program of high school-college articulation; however, "this problem is under study by the Agency Council on Teacher Education and the State Board of Examiners for Teacher Education."

UTAH

This state has no organized program of high school-college articulation; however, interest was expressed.

VERMONT

The Vermont Higher Education Council was established in 1944 by the Governor, the president of the state university, and the state commissioner of education. It discusses problems of mutual concern to secondary and higher education. Its achievements include: (1) better relationships at both levels, (2) publication of materials, and (3) establishment of state scholarships. The committee is presently concerned with "Education Beyond the High School."

VIRGINIA

This state has no organized program of high school-college articulation and is not actively planning such a program.

WASHINGTON

In 1938 the High School-College Relations Committee was established by the Washington Association of Secondary School Principals and the Association of Washington Colleges. The committee has approximately 50 members. It serves as a deliberating and recommending body on high school-college transition problems. It has conducted conferences and presently is concerned with (1) campus visitations, (2) prediction testing, (3) multiple applications, and (4) uniform transcripts.

WEST VIRGINIA

This state has no organized program of high school-college articulation. A good deal in the way of articulation, however, has been accomplished informally by the various educational agencies of the state. "The State Department of Education at the preeent time is studying a plan for articulation."

WISCONSIN

This state has no organized program of high school-college articultion and is not actively planning such a program.

WYOMING

In Wyoming three committees were established in 1956 to coordinate high school-college articulation: (1) the Governor's Committee on Higher Education, (2) the President's [of the University of Wyoming] Advisory Committee on Higher Education, and (3) the Cooperative School Accreditation Committee. Each committee cuts across several agencies. Essentially they are concerned with fact finding, some of which information is used for educational program projection by the Legislature. Currently studies concerning the needs of youth, population, demands of the state, resources, and present statutes regarding education are underway.